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ABSTRACT

In February 1994, Antelope Valley College (AVC), in California, adopted a Student Equity Plan to determine the access and success of historically underrepresented students. As part of the Plan, AVC collected data on five student equity indicators: a comparison of ethnic group enrollment to representation in the service area, the ratio of courses completed to the number in which students are enrolled, the ratio of students receiving a degree or certificate to those who held that as a goal, the ratio of students completing a degree-applicable course after completing basic language or skills courses, and the ratio of transfer students to those who earn six or more transferable units and intend to transfer. Data on these indicators for 1990-91 to 1993-94 revealed the following: (1) while American Indian, Asian/Pacific Islanders, and Black students were overrepresented at AVC compared to their representation in the college's service area, Hispanic students were significantly underrepresented; (2) from fall 1991 through fall 1994, all underrepresented groups received "C" or better grades proportionate to their representation at AVC; (3) with respect to degree completion compared to representation in the college population, females were overrepresented, while Black and Hispanic students were underrepresented; and (4) Hispanic students were also underrepresented in transfer to the University of California and California State University systems between 1992-94. Contains 10 tables, and state guidelines for developing student equity plans are appended. (TGI)

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Student Equity at Antelope Valley College:

An Examination of Underrepresented Student Access and Success

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June 10, 1996

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BACKGROUND

In 1993 Title 5 regulations (see Appendix A) put into effect student equity provisions. These regulations required the governing board of each district to adopt a student equity plan. Simply stated, student equity can be defined as comparable rates of access and success for students from "historically underrepresented" groups. Historically underrepresented means any group for which the percentage of persons from that group who enroll and complete their educational goals is now, and historically has been, significantly lower than the percentage that members of that group represent in the adult population of the state. For purposes of the Title 5 regulations, the Board of Governor's for California Community Colleges determined that ethnic minorities, women, and persons with disabilities are historically underrepresented groups.

On February 14, 1994, the Antelope Valley College Board of Trustees adopted a Student Equity Plan. The plan's first objective called for the College to collect and analyze data to determine rates of access and success for historically underrepresented groups. It was determined that student equity strategies and efforts could not be addressed without first examining the status of underrepresented student access and success. The examination of this data is the purpose of this report.

STUDENT EQUITY INDICATORS

In its Guidelines for the Development of Student Equity Plan Definitions (see Appendix B), the Board of Governors recommended five student equity indicators. These indicators are designed to help institutions investigate disproportionate representation and impact in student access and success for gender, ethnicity, and disability groups of students. The following provides an analysis of these indicators for Antelope Valley College.

Access Indicators

Student Equity Indicator #1:
Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

Table 1 provides a comparison of racial/ethnic group representation in the College's service area with racial/ethnic group representation at the College for Fall 1991 through 1994. Our most recent data (Fall 1994) shows that three of the four historically underrepresented ethnic minority groups are overrepresented at the College. American Indian, Asian/Pacific Islander, and Black students have proportionately more students at the College (1.4%, 6.4%, and 9.1%) than their college-age representation in the community (0.6%, 4.1%, and 5.0% respectively). It is worth noting that not only are they overrepresented, but the participation rates for Asian/Pacific Islander and Black students have steadily increased from 1991 to 1994. Hispanic students have been and continue to be significantly underrepresented at the College. Hispanics (18 years and older) make up 25% of the college age community population yet their representation at the College was only 14.5% in Fall 1994.

Table 1
Comparison of Racial/Ethnic Group Representation

Race/ Ethnicity	Within 30 Mile Radius of College[1]	Within 30 Miles: Under 18[1]	Within 30 Miles: 18 Years and Older[1]	AVC Fall 1991 *N*=10,006[2]	AVC Fall 1992 *N*=10,700[2]	AVC Fall 1993 *N*=9,730[2]	AVC Fall 1994 *N*=9,856[2]
American Indian	0.6%	0.6%	0.6%	1.3%	1.7%	1.8%	1.4%
Asian/Pac. Islander	4.1	4.1	4.1	6.5	6.8	6.8	6.4
Black/Non Hispanic	5.1	5.4	5.0	7.7	8.3	9.9	9.1
Hispanic (Any race)	27.9	34.6	25.1	11.8	14.0	15.5	14.5
White-Non Hispanic	62.1	55.1	65.1	70.9	68.0	63.8	51.3
Unknown/ Other	0.2	0.3	0.1	1.8	1.2	2.1	16.2

[1] *Source: U.S. Department of the Census of Population and Housing, 1990.*
[2] *Source: California Community College Management Information System*

The improvement in the participation rate of Hispanic students is noteworthy. From 1991 to 1994 their representation increased from 11% to 14.5%. Some additional data on the transition from high school sheds even more light on the increase in Hispanic participation. Table 2 provides information on the percentage of high school graduates enrolling first-time in a credit course within two years following graduation. Hispanic participation on this measure increased 6% from 1990 to 1993 (14.7% compared to 20.7%).

It is clear that the College has made tremendous strides in improving Hispanic participation. While it is not possible to identify the precise factors that have contributed to this improvement, there are several College efforts that deserve mentioning. We know that within the Hispanic population there is a considerable proportion who are limited English proficient (LEP). Prior to the 1990s the College was not very accommodating to LEP students. The English as a Second Language (ESL) curriculum consisted of only two courses that were not connected in any way to the regular English curriculum and there was no mechanism for assessing the basic skills of these students. Additionally, there were no special services available to assist these students and their unique needs. Around 1990 the Language Arts Division, recognizing the needs of an expanding LEP population, began developing a comprehensive ESL curriculum that included a transition to the regular English curriculum. This comprehensive curriculum required the implementation of ESL testing for appropriate course placement. Also around 1990, the College began providing special services for

Table 2
Percentage of high school graduates enrolling first time in credit course within two years following graduation.

Race/Ethnicity	Fall 1990 N = 755	Fall 1991 N = 610	Fall 1992 N = 719	Fall 1993 N = 696
American Indian	1.9%	1.0%	2.2%	2.0%
Asian/Pac. Islander	8.2	9.4	7.6	6.9
Black	8.9	9.8	9.7	11.9
Hispanic	14.7	16.9	21.1	20.7
White	64.0	60.7	58.4	56.3
Unknown/Other	2.4	2.3	1.0	2.2

Source: California Community College Management Information System

LEP students including the assignment of a counselor to work with these students. Finally, a number of bilingual staff, both full-time and part-time, have been hired since 1990. An expanded ESL curriculum, specific ESL testing and placement, special services for LEP students, and the addition of bilingual staff were all designed to make the College more accessible and accommodating. Apparently, the College is bearing the fruits of these efforts. Despite these access gains, there still remains a considerable gap (about 10%) in the participation rate for Hispanics when compared to their representation in the College's service area. This discrepancy yields the first recommendation of this report.

Recommendation #1:
It is recommended that the College investigate why Hispanic students are so underrepresented and develop strategies that will improve their participation rates.

Table 3 provides a comparison of gender representation in the College's service area with gender representation at the College for 1991 through 1994. The 1990 U.S. Census reports there is an almost even split in terms of gender representation in the College's service area. For the years 1991-1994 it is clear that females have been and continue to be overrepresented at the College when compared to their representation in the adult population. Apparently, gender has not been an issue in terms of access. What is evident is that males are underrepresented.

Table 3
Comparison of Gender Representation

Gender	Within 30 Mile Radius of College[1]	Within 30 Miles: Under 18[1]	Within 30 Miles: 18 Years and Older[1]	AVC Fall 1991 N=10,006[2]	AVC Fall 1992 N=10,700[2]	AVC Fall 1993 N=9,730[2]	AVC Fall 1994 N=9,856[2]
Male	50.8%	51.7%	50.2%	40.0%	39.9%	39.7%	38.9%
Female	49.2%	48.3%	49.8%	60.0%	60.1%	60.3%	61.1%

[1] *Source: U.S. Department of the Census of Population and Housing, 1990.*
[2] *Source: California Community College Management Information System.*

Table 4 provides a comparison of disability representation in the College's service area with disability representation at the College for 1991-1994. The 1990 U.S. Census data is for individuals 16 years and older in the working labor force within the College District. The College's data is for students who were active participants in the Disabled Student Programs and Services (DSPS) in the Fall term of each year. It is recognized that not all disabled students at the College participate in DSPS. Recognizing the limitations of the data, it appears that disabled individuals have proportionate representation at the College. For three of the four years disabled individuals have been overrepresented at the College.

Table 4
Comparisons of Disability Representation

Disabled Persons in the Antelope Valley[1]	Disabled Students at AVC[2] 1991-92	Disabled Students at AVC[2] 1992-93	Disabled Students at AVC[2] 1993-94	Disabled Students at AVC[2] 1994-95
4.1%	5.1%	5.2%	6.1%	4.2%

[1]*Source: U.S. Department of the Census of Population and Housing, 1990.*
[2]*Source: California Community College Management Information System.*

Success Indicators

Student Equity Indicator #2:
Ratio of the number of courses that students actually complete by the end of the term to the number of courses in which students are enrolled on the census day of the term.

Table 5 provides a comparison of course completion rates for race and gender groups from Fall 1991, 1992 and 1993. For purposes of these analyses, course completion is defined as "successful" completion of a credit course, i.e., a grade of "C" or better. All underrepresented groups receive "C" or better grades proportionate to their representation in the total college population.

There appears to be no disproportionate impact in terms of overall grades earned in credit classes for underrepresented minorities and women. No information was available for disabled students.

Table 5
Course Completion for Underrepresented Groups

	Fall 1991		Fall 1992		Fall 1993	
Under-represented Groups	All Students (N=9,856)	Course Completion	All Students (N=10.006)	Course Completion	All Students (N=10.007)	Course Completion
RACIAL/ ETHNIC						
Amer.Indian	1.3%	1.1%	1.3%	1.6%	1.7%	1.6%
Asian/PacIsl	5.0	7.5	6.5	7.5	6.8	8.0
Black	6.6	7.4	7.7	7.3	8.3	8.0
Hispanic	11.0	11.2	11.8	13.2	14.0	13.9
White	72.9	70.7	70.9	69.9	68.0	66.5
Unk/Other	3.1	2.0	1.8	1.2	1.2	2.0
GENDER						
Male	41.3	40.3	40.0	39.0	39.9	39.6
Female	58.7	59.7	60.0	61.0	60.1	60.4

Source: California Community College Management Information System

Student Equity Indicator #3:
Ratio of the number of students who receive a degree or certificate to the number of students with the same informed matriculation goal.

This success indicator assumes that the College has comprehensive and accurate data regarding students' "informed matriculation goal." This data element is defined as the student's goal after he/she has interacted with the college's matriculation process. It is unrealistic to assume that all students have participated fully in the matriculation process to arrive at an informed matriculation goal. In the absence of comprehensive and accurate information on an informed matriculation goal some might think that the student's stated goal at college entry might be a reasonable substitute. However, this measure is also grossly inadequate because research has demonstrated that students' initial educational goal declaration is extremely unreliable and unstable. In other words, checking

a box on an admissions form is not very meaningful. Taking into account these caveats, educational goal completion at this time involves the simple analysis of relative completion rates.

Table 6 provides information on the distribution of degree completion for the academic years 1990-91, 1991-92, 1992-93, and 1993-94. For the four year period covered in the table, Hispanic students and Black students both have degree completion proportions less than their overall representation at the College (with the exception of Black students in 1992-93). Female students are overrepresented in degree completion for all four years. In 1993-94 females accounted for 58.7% of the overall student population yet accounted for 67.9% of all degrees. Disabled student degree completion is very comparable to their overall representation at the college.

The disproportionate representation for Black and Hispanic students in degree completion are typically only 2-3%. While the gap is small, the gap is fairly consistent over the four year period and does not show any signs of closing. This consistent disproportionate representation in degree completion yields the second recommendation of this report.

Recommendation #2:
It is recommended the College investigate why Hispanic and Black students are underrepresented in degree completion and develop strategies that will improve their completion rates.

Table 7 provides information on the distribution of vocational certificate completion for the academic years 1990-91, 1991-92, 1992-93, and 1993-94. For the four year period covered, it is clear that all racial minority groups are underrepresented in certificate completion. In some cases this underrepresentation is fairly dramatic. For two years (1990-91 and 1992-93) females are overrepresented and for the other two years they are slightly underrepresented for certificate completion. Disabled students are overrepresented in each of the years. These findings yield the third recommendation of this report.

Recommendation #3:
It is recommended that the College investigate why racial minorities are so disproportionately underrepresented in vocational certificate completion and develop strategies for increasing their completion rates.

Table 6
Degree Completion for Underrepresented Groups

	1990-91		1991-92		1992-93		1993-94	
Under-represented Groups	All Students (N=9,856)	Degree Completion (N=460)	All Students (N=10,006)	Degree Completion (N=547)	All Students (N=10,700)	Degree Completion (N=560)	All Students (N=9,730)	Degree Completion (N=552)
RACIAL/ ETHNIC								
Amer.Indian	1.3%	0.6%	1.3%	0.9%	1.7%	0.7%	1.8%	1.9%
Asian/Pac Isl	5.0	5.7	6.5	7.9	6.8	9.3	6.8	6.0
Black	6.6	4.6	7.7	5.3	8.3	8.2	9.9	6.2
Hispanic	11.0	9.8	11.8	8.0	14.0	10.5	15.5	12.9
White	72.9	77.0	70.9	77.7	68.0	69.1	63.8	71.5
Unk/Other	3.1	2.4	1.8	1.8	1.2	2.1	2.1	1.3
GENDER								
Male	41.3	34.6	40.0	34.9	39.9	37.5	41.3	32.1
Female	58.7	65.4	60.0	65.1	60.1	62.5	58.7	67.9
DISABILITY								
Disabled	4.4	4.9	5.1	6.8	5.2	4.2	6.1	7.2
Nondisabled	95.6	95.1	94.9	93.2	94.8	95.8	93.9	92.8

Source: California Community College Management Information System

Table 7
Certificate Completion for Underrepresented Groups

	1990-91		1991-92		1992-93		1993-94	
Under-represented Groups	All Students (N=9,856)	Certificate Completion (N=58)	All Students (N=10,006)	Certificate Completion (N=114)	All Students (N=10,700)	Certificate Completion (N=97)	All Students (N=9,730)	Certificate Completion (N=121)
RACIAL/ ETHNIC								
Amer. Indian	1.3%	3.4%	1.3%	1.8%	1.7%	0.0%	1.8%	0.0%
Asian/Pac Isl	5.0	6.9	6.5	7.9	6.8	5.2	6.8	1.7
Black	6.6	5.2	7.7	3.5	8.3	6.2	9.9	1.7
Hispanic	11.0	6.9	11.8	7.9	14.0	6.2	15.5	9.9
White	72.9	74.0	70.9	77.2	68.0	75.3	63.8	86.0
Unk/Other	3.1	3.4	1.8	1.8	1.2	7.2	2.1	1.7
GENDER								
Male	41.3	25.9	40.0	45.6	39.9	32.0	41.3	50.0
Female	58.7	74.1	60.0	54.4	60.1	68.0	58.7	50.0
DISABILITY								
Disabled	4.4	N/A	5.1	7.9	5.2	10.6	6.1	10.7
Nondisabled	95.6	N/A	94.9	92.1	94.8	89.4	93.9	89.3

Source: California Community College Management Information System
N/A = not available

Student Equity Indicator #4:
The ratio of the number of students who complete a degree-applicable course after having completed the final ESL or basic skills course.

For purposes of determining the final ESL or basic skills course, the Chancellor's Office suggests that this be defined as the "successful completion" of a precollegiate ESL or basic skills course for English equivalent to one level below English 1A. At AVC this would mean English 50B - Intermediate Composition. None of our ESL writing courses meet this definition because the last ESL course feeds into English 50A. For math the suggested final basic skills course is one level below elementary algebra. At AVC this would be Math 50 - Arithmetic.

Table 8 provides data on student enrollment and performance in Math A - Elementary Algebra for the terms Fall 1992, Spring 1993, Fall 1993, and Spring 1994. These students represent those who successfully completed Math 50 - Basic Arithmetic in the previous term. Of 602 students that completed Math 50 with a "C" grade or better, 298 (50%) went on to Math A. In terms of racial/ethnic groups, American Indian, Black and Hispanic students receive fewer A/B/C grades (42%, 31%, and 42% respectively) than White and Asian/Pacific Islander students (52% and 55% respectively). Additionally, American Indian and Black students receive a much greater proportion of W/INC grades (42% and 43% respectively) than other groups. Female students receive a greater proportion of A/B/C grades than males (51% compared to 41%) and receive fewer D/F and W/INC grades compared to males. Disabled students receive fewer A/B/C grades and a greater percentage of W/INC grades when compared to nondisabled students. The Chancellor's Office equity indicator focuses on comparing successful completion and therefore, the fourth recommendation of this report is framed in this context.

Recommendation #4:
It is recommended that the College investigate why American Indian, Black, and Hispanic students receive considerably fewer successful grades (A,B,C) in math than other students and develop strategies to improve their successful completion rates.

Table 8
Math A Grades for Underrepresented Groups After Completing Math 50 (N=298)

Underrepresented Groups	Percentage of Grades Earned		
	A/B/C	D/F	W/INC
RACIAL/ETHNIC			
American Indian	41.8%	16.4%	41.8%
Asian/Pac. Islander	54.6	18.6	26.8
Black	30.6	26.2	43.2
Hispanic	41.6	27.0	31.4
White	52.0	17.2	30.8
Unknown/Other	47.1	11.8	41.2
GENDER			
Male	41.0	24.2	34.7
Female	51.0	17.4	31.6
DISABILITY			
Disabled	42.2	17.4	40.4
Nondisabled	47.5	20.1	32.4
OVERALL	47.2	20.0	32.8

Source: Antelope Valley College - Fall 1992, Spring 1993, Fall 1993, Spring 1994

Table 9 provides data on student enrollment and performance in English 1A - Freshman Composition for the terms Fall 1992 and Fall 1993. These students represent those who successfully completed English 50B - Intermediate Composition in the previous term. Of 580 students that completed English 50B with a CR grade, 433 (75%) went on to English 1A. All racial/ethnic groups have similar success rates (A/B/C grades) with Hispanic students receiving the highest percentage of successful grades (84%) and the lowest withdrawal rate (5%). Males and females have comparable success rates (78% and 80% respectively) as do disabled and nondisabled students (79% and 80% respectively). It appears that for English basic skills performance the College has student equity.

Table 9
English 1A Grades for Underrepresented Groups After Completing English 50B (N=433)

Underrepresented Groups	Percentage of Grades Earned		
	A/B/C	D/F	W/INC
RACIAL/ETHNIC			
American Indian	75.0%	12.5%	12.5%
Asian/Pacific Islander	73.9	9.9	19.6
Black	76.5	8.8	14.7
Hispanic	84.2	10.5	5.3
White	79.6	9.6	10.8
Unknown/Other	55.6	22.2	22.2
GENDER			
Male	77.8	10.0	12.2
Female	79.8	9.5	10.7
DISABILITY			
Disabled	80.0	6.7	13.3
Nondisabled	78.9	9.8	11.2
OVERALL	79.0	9.7	11.3

Source: Antelope Valley College - Fall 1992, Spring 1993, Fall 1993, Spring 1994

Student Equity Indicator #6:
The ratio of the number of new students who earn six or more transferable units during their first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years.

Shortly after this indicator was adopted by the Board of Governors, the Chancellor's Office staff communicated that "the timing and implications of this indicator...may not be appropriate." Clearly, at Antelope Valley College this indicator is inappropriate simply because the College does not have institutional research resources that could come close to evaluating such an outcome. Clearly, this is the most difficult student equity indicator to evaluate simply because there is a lack of information. Fortunately, the College has access to some data that can be evaluated to get at

transfer rates for historically underrepresented groups. While this data does not paint the entire transfer picture, it does give us a glimpse into the student transfer outcome.

The California Postsecondary Education Commission (CPEC) provides probably the best information regarding the transfer of students from AVC to the CSU system and the UC system. In its Student Profiles, 1994 report CPEC provided transfer statistics for the years 1991-92, 1992-93, and 1993-94. Table 10 presents this information for racial/ethnic background. Unfortunately, the CPEC report does not provide data on gender and disability.

Table 10
Transfer to CSU and UC Campuses by Racial/Ethnic Background

	1991-92		1992-93		1993-94	
Under-represented Groups	All Students[1] (N=10,006)	Transfer to CSU/UC[2] (N=272)	All Students[1] (N=10,700)	Transfer to CSU/UC[2] (N=266)	All Students[1] (N=9,730)	Transfer to CSU/UC[2] (N=282)
RACIAL/ ETHNIC						
Amer.Ind.	1.3%	0.7%	1.7%	1.1%	1.8%	2.1%
Asian/PacIsl	6.5	6.3	6.8	8.3	6.8	5.7
Black	7.7	4.0	8.3	6.4	9.9	8.5
Hispanic	11.8	14.7	14.0	9.8	15.5	9.2
White	70.9	66.2	68.0	59.0	63.8	62.8
Unk/Other	1.8	7.4	1.2	12.8	2.1	11.7

[1]Source: California Community College Management Information System
[2]Source: California Postsecondary Education Commission, Student Profiles 1994

For the year 1991-92 and 1992-93, Black students were slightly underrepresented in transfer, but for 1993-94 they were proportionately represented. Hispanic students were overrepresented for transfer in the year 1991-92 (15%), but experienced a decline in transfer for 1992-93 (10%) and 1993-94 (9%) making them underrepresented relative to their overall representation at the College. All other racial/ethnic minorities were proportionately represented.

Some care must be exercised when comparing transfer representation to overall student representation. For example, although we know that Hispanic students comprise 15.5% of the student population in 1993-94, there is much we do not know. We do not know accurately how many of these students intended to transfer. Nor do we know what their academic preparation was prior to attending AVC. Recognizing these limitations the fifth recommendation of this report follows.

Recommendation #5:
It is recommended that the College investigate why Hispanic students are underrepresented in transfer to CSU and UC campuses and develop strategies that will improve their transfer rates.

LIMITATIONS

For some measures, the total number of students in a particular group tends to be small. For example, American Indian students have historically been less than 2% of the total student population at the College. Additionally, for some measures, the total numbers of all students tends to be small. For example, the total number of students completing vocational certificates in a given year hovers around 100.

The data for all the analyses are cross-sectional rather than longitudinal. In order to conduct longitudinal studies, cohorts of students would need to be followed over a period of time. Without institutional research resources, longitudinal studies are almost impossible to conduct.

Given these limitations, caution must be exercised in drawing absolute conclusions from these analyses. Rather, the findings should be used as a starting point for further exploration and investigation.

SUMMARY

The status of student equity at Antelope Valley College was examined through the analysis of access and success outcomes for historically underrepresented groups. These analyses produced evidence of imbalances in both access and success. Where disproportionate representation or impact was observed, recommendations were made to investigate why these imbalances exist. Clearly, the answer to the "why" question is a critical step in addressing student equity at AVC. Through a thorough investigation of the reasons and causes for these imbalances we may come to understand why they exist. Until such an examination is completed the author cautions against a rush to judgement. Student equity can be a highly charged and emotional issue. There is no shortage of strong opinions and beliefs on this matter.

The next step in the Board-adopted student equity plan calls for the creation of a Student Equity Coordinator position. The remainder of the plan involves setting goals, identifying barriers, developing strategies, and evaluating their effectiveness. Without significant leadership and coordination it is unlikely that these tasks will be accomplished.

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APPENDIX A

September Board of Governors Agenda Item

Subchapter 4 (commencing with Section 54220) is added to Division 6 of Title 5 of the *California Code of Regulations* to read:

Subchapter 4. Student Equity

54220. Student Equity Plans.

(a) In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1993, a student equity plan which includes for each college in the district:

(1) Campus-based research as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective;

(2) Goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer; for each of the historically underrepresented groups as appropriate;

(3) Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs;

(4) Sources of funds for the activities in the plan;

(5) Schedule and process for evaluation; and

(6) An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b) These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community who can articulate the perspective and concerns of the historically underrepresented groups.

(c) The Board-adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d) Definitions. For purposes of this section the following definitions will apply:

(1) Historically Underrepresented Group. "Historically underrepresented group" means any group for which the percentage of persons from that group who enroll and complete their educational goals is now, and historically has been, significantly lower than the percentage that members of that group represent in the adult population of the state. The Board of Governors has determined that, on a statewide basis, ethnic minorities, women, and persons with disabilities are historically underrepresented groups.

(2) Ethnic Minorities. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks and Hispanics. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 66010.2, 66010.7, 66030, and 70901, Education Code.

APPENDIX B

Guidelines for the Development of Student Equity Plan Definitions

The Board of Governors recognizes that the development of effective student equity plans depends on the use of commonly accepted definitions of indicators that are consistent with the Chancellor's Office Management Information System, the Matriculation Program research requirements, the Accountability Indicators Report required by AB 1725, the National Higher Education Goals Process, the Student Right to Know and Campus Security Act, and the Carl D. Perkins Vocational and Applied Technology Education Act reporting requirements. Until such time as the Board adopts such definitions, it recommends consideration of the following definitions.

It is intended that the indicators listed below be developed for the overall district, and for age, gender, ethnicity, and disability groups of students as they are defined in the Chancellor's Office Management Information System. Districts should strive to make the indicators useful by validating and analyzing the indicators along with other local measures of program effectiveness, including the satisfaction of all stakeholders (faculty, administrators, students, and trustees).

Recommended Student Equity Indicators

1. *Access.* Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

2. *Course completion.* The ratio of the number of courses that students actually complete by the end of the term to the number of courses in which students are enrolled on the census day of the term.

3. *Degree and certificate completion.* The ratio of the number of students who receive a degree or certificate to the number of students with the same informed matriculation goal.

4. *ESL and basic skills completion.* The ratio of the number of students who complete a degree-applicable course after having completed the final ESL or basic skills course.

5. *Transfer rate.** The ratio of the number of new students who earn six or more transferable units during their first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years.

*Definition endorsed by the Intersegmental Coordinating Council.